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Theme: Evaluation of the efficiency in the
Teaching-learning process of the English
Language in the military
Academy (CSEM)

Problem: How does the evaluation in the teaching
Learning process of the English
Language in the military academy
Prove to be efficiency?

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DEDICATORY

We dedicate this laborious work very especially from the bottom of our hearts to our Lord “Jesus Christ” for giving us the wisdom patience and the strength to complete this work.

To our parents to support us during the time of the studies

To our teacher Pedro Vazquez for his patient dedication and effort that he gave us and for giving us the idea to does that task during that long time that he taught us.

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We dedicate this work from the bottom of our hearts to God, because he gave us the knowledge and the lives.

To our parents for supporting us during the years of the studies in memoriam of my Father Pablo Ruiz that he made an honor man.

To our teachers from UNAN - Managua for supporting us and Pedro Vazquez Umaña for giving us in the final task to finish the degree.

In memoriam of Marcos Calderon professor who was my inspiration to continue on with my studies.

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ABSTRACT.

This work was done in order to know the evaluation of the efficiency in the Teaching-Learning process of the English Language in the Military Academy. We began this work with the surveys to twenty students of different groups of studies.

The students said that the main problem of the low score is they do not have enough time for study English.

We want to explain that the students in the Military Academy spend all the time inside of the base. For that reason the teachers demand they are better in the different subjects.

Focus on English subjects we met with the manager and we showed him our final results and he said that they want to increase the English levels because right now they have just four and they will increase to eight, because they have relationship with the United States and they know the importance of this language.

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INTRODUCTION

This work was done in the Military Academy with the main objective of identifying the principal causes of the low score in the English of the students checking the evaluation system and if the test / exam has relation with the materials that the teachers taught in the evaluation periods we talked with twenty sample students and we gave them some surveys where they had to consider with their own words, What were the principal causes of that situation?

They spend all the time inside of the base some teachers of different subjects punished them if they don't consider the subject as a principal one and the teacher gave them enough work to spend the time that they use to personal preparation just for one subject.

We met the Academy principal and we explained to him that the English teacher spent two or three hours every day teaching English, but if he doesn't prepare an English environment it impossible that they increase the English level .He explained to us that this year and the next year they will increase to four English levels because in the curriculum change that they sent to National University Council (CNN).They planed that idea with the new vision that Nicaraguan Army has with the has with the mutual relationship with the USA Army and with the Auto-evaluation that they had been working.

RESEARCH QUESTION

How does the evaluation in the teaching – learning process of the English
Language the Military Academy (CSEM) prove to be efficiency?

HYPOTHESIS

The continuous evaluation of the English Language Teaching of the students in the Superior Center of Military Studies contributes to the high academic score.

THEORETICAL FRAMEWORK

In fact the tests are one of the main sources of information that the professors obtain from the students and this constitutes basis of diagnostic about the learning and attitudes and the source.

The evaluation in educational situation offers a wide range of purposes comparison bases, forms of carrying out so that the educational can plan the teaching process indeed, learning is necessary that they know the best thing possible to each students that compose the group.

In our work it was possible to evaluate the capacities and aptitudes as acting and achievements in English as foreign language that required of making use of the purposes of the evolution diagnoses, formative and add.

The knowledge of what the students know at the moment that they begin an educational unit and the identification of information related with problematic areas of their behavior with dyslexia learning. Example dysfunctions, physical impediments, the purpose is to find in the students the connection with average of factors.

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A second purpose of the evaluation is to provide information to the teachers about the students' progress in connection with a program. This is formative evaluation.

The third purpose is to identify as the students have learned in certain point of their educational career, with the objective of qualifying them, since the purpose to add the quantity of knowledge accumulated in the moment that they finish the career.

The Military customs and courtesies are of the first things a soldier or an officer learns. There is more characteristic for a military person.

According to (Defense language Institute 1990: page 12)

Military life includes the use of ceremonial procedures that give it dignity and charm. Also should include the teaching learning process of English language. In it is necessary to provide the skills of writing, reading, speaking, listening, grammar. These ones should help to communicative more effectively.

This is very important because some of officer have to go abroad may be to the United States, so they have to communicate with others militaries that speak in English.

The students of the Military Academy expressed us nowadays the English is very important world widely.

But some of them told us the Military subjects are most important because they are going to be Military Officer no translator, speaker in English or something like that.

1. WHY LEARN A FOREIGN LANGUAGE?

Study and learn a new language is very difficult and hard and important. How says:

John P. Nelson (1996: page 8)

“Learning a second language can be frustrating, yet it can also be one of the most rewarding experiences of a life time. A second language may be important for your education or profession. But beyond this, it is a pass key that allows you to explore the world and its people in a way that no monolingual person can”

Or how says Paul Pimsleur (1992: page 5) “It takes considerable effort to learn a foreign language, too much for people who vaguely hope to get a better job using such know ledge. English has become the worldwide language of business, and in firms where knowing a foreign language is a job requirement, most find it simpler to employ a foreign person than to train an American Employee.”

It is very necessary to develop a culture as much in the cadet as in the educational this Academy, to offer a great importance to the learning of this new language.

In the teaching-Learning process of a foreign language is indispensable these aspects.

- Be interested and motivated to study it.

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-Has enough time for dedicating to study and learn it. According to Ingrid Freebairn (1984 page 17) she thinks the same thing than us “language learning takes time “.

- Has the sufficient, adequate and necessary didactical materials “.

Is important to know that not all the people learn a new language in the same time than other with the same learning strategies, her/his ability to learn it will be depending of herself/himself. The participation of each student is necessary mainly when they are timid.

Jami Hanredd and Elizabeth Whalley (1996 page.2) say that: “Facilitate maximum students’ participation during speak activities allow shy students to interact and probably they will desinhibit themselves”

2. DIDACTICAL MATERIALS

The didactical materials students used in the Superior Center of Military Studies let them develop skills of reading, writing, speaking, listening, pronunciation, Vocabulary and Grammar.

Below we explained about the text used here and we took some examples of the activities that the students do during the classes.

N1 HW Jan 1997 Defense Language Institute

This book contains the homework activities that accompany lessons 1-30 of which are study in one year divided in two parts. One part corresponds to fifteen lessons which are studied in one module it represents six months and others fifteen lessons in others six months.

This course is intended to familiarize students with Basic English survival skills.

English skills students practice in this text is writing with different activities like: circle, write, form, response, change, complete, etc.

Model: (N1 HW 1997, page.6)

Change the affirmative sentences to negative sentences using **don't**

Open the window: _____.

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Model :(N1 HW 1997 page 13)

Look at the pictures, and write a sentence with the **verb to be**:

1. _____.



2. _____.



The other text used in tropes generals is

N1 LAB

March 2000

Nonintensive American language course

Volume 1- lab text

Defense language Institute

English language Center

Lackland air force base. Texas.

This book contains the laboratory exercises which reinforce the objectives in lesson 1-30 and study in one year divided in two parts also.

Fifteen lessons are studied in one module that corresponds to six months equal to the first book we talked at the begin.

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In this text the students will need a pen or pencil to do the exercises correctly. All directions are given orally on the tapes. It is important to listen to carefully to the instructions and to do the things the tape tells you to do.

In the listening skill there are some objectives to fulfill the activities that we want the students do. Some of these objectives according to Arthur Hughes (1986 page 134):

- “Listening for specific information
- Obtaining gist of what is being said,
- Following directions,
- Following instructions”.

The activities included in this book students have to do are. Repeat words or sentences, ask and answer questions choose and mark certain words or expressions, or to write special words phrase or sentences.

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EXAMPLES OF SOME EXERCISES STUDENTS HAVE TO DO.

Exercise 5 N 1 LN3 (2000 page 4)

Listen and repeat.

Teacher: Good morning.

Students: Good morning.

Teacher: How are you?

Students: How are you?

Exercises: 8 N1 LAB (2000 page 6)

Listen and write the missing word.

Example: Good morning, ma `am.

1. _____. Two o'clock.
2. How _____ You?
3. _____. Thanks
4. Close _____ books please.
5. Don't close the. _____.
6. Don't _____ at the picture.

Other text used for students in the Military Academy

Is N1 TXT

Oct. 1998

Nonintensive American Language Course

Volume 1 – Instructor/ Student text.

Defense language Institute

English language Center

Lackland Air force base, Texas.

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This volume I of the Nonintensive American Language course is intended to familiarize students with Basic English. In it is included 30 students lesson, these are coordinated homework and laboratory exercises.

This material focuses on three components of the English language.

1. FUNCTIONS:

- Functions are the ways we use the language to communicate.

The presentations of various functions are designed to provide the students with appropriate expressions for the best means of communication in a particular situation. The development of the functions begins with mechanical drills and exercises, and culminates in communicative exercises which allow the student to draw on knowledge from previous personal experience.

Functions are indicated by the following symbol:



2. GRAMAR

The grammatical structures presented are those which are most frequently used and which the student needs to accomplish the learning objectives.

Grammar objectives are indicated by the following symbol:



3. VOCABULARY

The vocabulary presented consists of high frequency terms useful to the target population.

Vocabulary objectives are indicated by the following symbol:



LANGUAGE LABORATORY TEXT

The Language laboratory text includes 30 lessons which have been designed to reinforce the objectives vocabulary, grammar and function –presented in the Instructor/students text lesson. To accomplish the activities on the tapes correctly, the students must actively respond to and interact with the information on the tape.

HOMEWORK TEXT

The homework text contains 30 lessons which provide the student with additional practice of the objectives studied in the corresponding Instructor/student text lesson.

It also serves as a means of identifying student language deficiencies.

Examples: (N1 TXT Defense language Institute lesson 6.

Oct.1998 page 1)

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THE CLASSROOM:



FUNCTION INITIATION CONVERSATIONS

Hello: Good Morning.

How are you? Fine, thanks

See you later, okay. God bye



GRAMMAR: SENTENCE PATTERN (It's a noun.)

IMPERATIVE / NEGATIVE IMPERATIVE

It's a pen

Please open the door don't open the door.



VOCABULARY

Circle	book	and you?
Close	chair	Fine, thanks
Don't	classroom	Good afternoon
Go (to)	clock	Good morning
Is	door	Good bye
Listen (to)	lab	Hello
Look (at)	letter	how are you?
Open	name	my name is ()

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Repeat	notebook	Okay
Write	number	See you later
Pencil	Pen	Thanks

The text of grammar for the American language course (ACC) has been designed to server as a text to supplement the grammar portion of the course introduction and this book is intended to familiarize with the teaching techniques and methodology of the new general English material of the ACC. This book grammar analyzes and exemplifies the major structures used in the teaching-learning process.

For teaching-Learning process is very important and indispensable the grammar which includes morphology, syntax, vocabulary when learners structure sentences when they develop the writing skill and at the moment they are speaking.

According to Patricia K. Klerner and John P.Nelson (1990 page 4): “A sentences is group of words that expresses a complete idea. Every sentence includes at least one subject and Verb. “

This grammar book contains many rules of the different sentences parts like:
Nouns and pronouns, verbs, adjectives and adverbs, determiners and auxiliaries, preposition, phrases, etc

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“The basic Unit of English commutation is the sentence, which is learned to structuring when the learners develop grammar skill”. Defense language Institute (1991 page 2)

All of this text described before corresponding to the volume 1 which in the Academy is called level 1.

The others books have the some lessons number and they are studied in the some ways.

2.1. MONOLINGUAL/BILINGUAL DICTIONARIES

The monolingual dictionaries are part of the didactical materials that the students in the CSEM use, but for them the use of them is very difficult because they don't have the capacity of knowing all of the definition even though the use of bilingual dictionaries is hard, for the pronunciation symbols, that are different.

English teaching volume says that (2005 page 19)

“The idiosyncratic use of pronunciation symbols monolingual American English dictionaries has been a long-standing source of frustration for language students and teachers alike”.

2.2. OTHER DIDACTICAL MATERIALS

The students of the CSEM have access to the laboratory. Here there are enough computers for all of them.

They have access to video, tap recorders, television, and flash card.

3. HOW IS THE EVALUATION?

The evaluation is individual what allows to give pursuit to the periods evaluated is already these systematic, partial or modules.

- The aspects take into account in testing are.
- The profile of the test.
- The construction of the some one.
- The internal distribution of values among the diverse ones remote or articles of the some one.

According to Charles Alderson and Brian North (1991 page 33)

- Test will be based on the needs (or wants) of learning. It would be unreasonable to assess a learner's ability to do through English something wish he has need or wish to do.

The evaluation during the teaching-learning should guarantee quality to carry out true function like part of the measurements of the learning.

4. WHAT ARE TESTS FOR?

Reasons for Testing

According to Penny Ur (1999 page 9):

“Test may be used as a means to:

1. Give the teacher information about where the students are at the moment, to help decide what to teach next;
2. Give the students information about what they know, so that they also have an awareness of what they need to learn or review;
3. Assess for some purpose external to current teaching;
4. Motivate students to learn or review specific material;
5. Provide a clear indication that the class has reached a ‘station in` learning, such as the end of a unit, thus contributing to a sense of structure in the course as a whole;
6. Get students to make an effort (in doing the test itself), which is likely to lead to better results and a feeling of satisfaction;
7. Give students tasks which themselves may actually provide useful review or practice as well as testing.
8. Provide students with a sense of achievement and progress in their learning”.

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Also teachers need to evaluate their strategies they used during the class process, if they are effective, or not, this is reinforced by Jill Robins (1999 page 115) “teacher are also engaged in evaluation activities. First teachers need to evaluate how their students are applying the learning strategies that they have been taught so that they can adapt their instruction to students’ needs. Second, teacher needs to evaluate their own learning strategies instruction.”

RATIONALE

We chose the realization of this topic because we want to know how is the evaluation of the efficiency in the teaching – learning of English language in the superior Center of Military Studies (CSEM)? and the effort of the teachers make when they impart the class of the English. Its is so faulty in this Center of Military teaching. To weigh that now it's more diffused this and students can memorize easier effective and quickly, it becomes more and more complicated to transmit the language, first for the reason that the Spanish as the English have suffered many idioms and idiomatic because they have combined the use of several languages, being the "Spanish"

With this work the students and teachers will have benefits because the faculty it plans the groups of teachers do not do absolutely nothing to improve the English level students showing the contrary with this final result. Because with the surveys that we made to the students talked that they don't have time to study and that is the main reason of the low score.

General objective

To gather the necessary information to check the evaluation of the efficiency has during the teaching-learning process of English in the CSEM

SPECIFIC OBJECTIVES:

1. To verify if the planned tests are focused on the execution of the objectives proposed in the learning of the English language in the students.
2. To recognize the importance of English as foreign language in the Military higher studies.
3. To determine what kind of didactical materials are mostly used in the American language course in the Academy.

VIII DISCUSSION OF RESULTS

The questionnaire has given us much information about the evaluation of the effectiveness in the CSEM.

We elaborated a list of questions for interview to teachers and students which have served as complement to the information gathered through the questionnaire, they have also served to make comparisons and relationships that respond to the problem investigated.

The interviews gave us more specific information about our work.

Observation class: this reinforced the information that we gathered with the surveys and interviews we applied to the teachers and students.

Once the information was gathered we have organized the data according to our task we made comparisons and relation to see how they respond to the problem of the researching; then we processed the data.

Instruments: we have used observation class and interviews to the students to obtain the information in an indirect way.

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**RESULTS
AND
DATA ANALYSIS**

After having analyzed the interviews on the teachers at Military Academy we have reached to the following results:

These data were gathered by an interview of three teachers between ages of thirty four - forty.

Questions # 1

AGE		
30-33	1	33%
34-37	0	0%
38-40	2	67%
TOTAL	3	100%

Variable # 1

33% of the age teacher is between 30 - 33

67 % of the age teacher is between 38 - 40

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(Appendix 3)

QUESTIONS # 2

SEXO		
MALE	3	100%
FEMALES	-	-
TOTAL	3	100%

Variable # 2

100% of them are male and there isn't female

(Appendix 4)

QUESTIONS # 3

STATUS		
Single	1	67%
Married	1	33%
Widow	0	0%
Divorced	0	0%
Total	3	100%

Variable # 3

67% of them are singles.

33% of them are married.

(Appendix 5)

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QUESTION # 4

Time of work		
3-7 years	0	0%
8-12 years	1	33%
13-16 years	2	67%
Total		

Variable # 4

33 % of them are 8-12 years of work.

67% of them are 13-16 years

(Appendix 6)

QUESTIONS # 5

ACADEMY LEVEL		
Degree	1	33%
Post grade	2	67%
Master	0	0%
Total	3	100%

Variable # 5

According to the interview with the Academic Level

33 % are degree

67 % are master

(Appendix 7)

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QUESTIONS # 6

What is your opinion about English program used in the Military Academy?		
Excellent	1	33%
Very Good	2	67%
Good	0	0%
Total	3	100%

Variable # 6

33 % of the teachers said that English program used in the Military Academy is excellent.

67% of the teachers said that English program used in the Military Academy is very good.

(Appendix 8)

QUESTION # 7

Do you consider that low score is responsibility just from the students?		
Yes	1	33%
No	2	67%
Total	3	100%

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Variable# 7

When we asked the teachers if the low score is responsibility just from the students, they answered:

33% consider that when student has low score the teacher has a little of responsibility equals those students may be for his/her methodology applied during the classes, or for the, conditions that the teacher created in the classroom.

67% of the teacher considerer that the responsibility of lowscore is just responsibility from students. (Appendix 9)

QUESTION # 8

What kind of didactical material do you use?		
Books		
Textbooks		
Laboratory		
Video		
Tape recorder		
Television		
Flash Cards		
All previous ones	2	67%
Some of the previous ones	1	33%
Total	3	100%

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Variable # 8

The kind of didactical materials that teachers used were book, text books, laboratory, tape recorder, video, tape recorder, television, flash cards.

67 % of the teachers said that they used books, textbooks, laboratory flash cards.

33% of them said that they used some of the previous ones video, tape recorder, television.

But some times they use a few games or song

(Appendix 10)

QUESTIONS # 9

Do you believe that the time is enough to the study of English ?		
Yes	0	0%
No	3	100%
Total	3	100%

Variable # 9

When we asked to the teachers it the time is enough, because to the study of English

100% of them responded to us that time is not enough, because it more important other subject studied on the CSEM.

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When the cadets go to campaign they wasted all the classes so this affects the development of the English as the others subjects.

(Appendix 11)

QUESTION # 10

What is opinion about the study of the English language?		
Necessary		
Important		
Relevant		
Indispensable		
All of them	3	100%
Total	3	100%

Variable # 10

The study of the English language is necessary, important, relevant, and indispensable.

100% of teachers agree with the study of English for the relationship the Military Academy has with the United States, England and other countries. (Appendix 12)

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After having analyzed the surveys practiced on the students of the Military Academy we have gather the following information:

QUESTION # 1

AGE		
17-19	8	40%
20-22	7	35%
23-25	5	25%
TOTAL	20	100%

Variable # 1

These data were gathered by an interview of twenty students between age of seventeen to twenty-five years

40% of the student age is between 17-19

35% of the student age is between 20-22

25% of the student age is between 23-25

(Appendix 13)

QUESTION # 2

SEX		
Male	15	75%
Female	5	25%
Total	20	100%

Variable # 2

According to the surveys with students, the gathered information was the following.

75% of them are male and

25% of them are female

(Appendix 14)

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QUESTION # 3

Do you consider that teaching and learning process of English is very important in the Military Academy?		
Yes	19	95%
No	1	5%
Total	20	100%

Variable # 3.

95 % Of the students consider that teaching and learning process of English is very important in the Military Academy because sometimes some of them are sending abroad to realize functions relationed with the Academy and for them is very difficult to communicate with the other cadets that speak in English.

Also some of them said to us nowadays the study of English is very important not only the Military Academy, so is worldwide.

5% of the students consider that teaching and learning process of English is not important, because they are learning how to defend homeland and when they go to work they are going to used Military tactics not teach English or something like that. (Appendix 15)

QUESTION # 4

Do tests have relation between topics and contents?		
Yes	20	100%
No		
Total	20	100%

Variable # 4

100% of students said that tests have relation between topics and contents
(Appendix 16)

QUESTIONS # 5

Do you consider very important the use of Military terminology in the syllabus during teacher-learning English?		
Yes	4	20%
No	16	80%
Total	20	100%

Variable # 5

20% of them said that is important the use of Military terminology in the syllabus during teaching learning English.

80% of them said it is not important

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(Appendix 17)

QUESTIONS # 6

Would you like to add more hours of the study of English during the teaching-learning process?		
Yes	18	90%
No	2	10%
Total	20	100%

Variable # 6

90% of the students agree to add more hours of the study of English during the teacher-learning process in the Military Academy. Because at the moment they study English three hours per week (see schedule in appendix 24) and they are not enough so is necessary add more hours and increase the four levels to eight levels.

20% of the students disagree to add more hours of the study of English during the teaching-learning process, because they are studying Military tactics not for teach English not or wherever thing respect to the language (Appendix 18).

QUESTION # 7

How many hours do you dedicated to study English out the classroom?		
2 hours	0	0%
0 hour	2	10%
30 min	8	40%
0	10	50%
Total	20	100%

Variable # 7

According to the hours that students dedicate to study English out the classroom is 10% of them said that they studied one day before the class because they have to do other more important homework of the Military subjects.

40% of them said that they study one hour before begins the English class.

(Appendix 19)

QUESTIONS # 8

Do the didactical materials used in the English classes respond to your necessities of information when you need it?		
Yes	18	90%
No	2	10%
Total	20	100%

Variable # 8

According to if the didactical materials used in the English classes respond to necessity of information when the students need it they answered:

90% of them think that didactical material respond to their necessity of information when they need it.

10% of them think that didactical materials do not respond to their necessity because there are a lot of monolingual dictionaries, they do not understand them, meaning, symbol to pronunciation, or text with Military terminologies. (Appendix 20)

QUESTIONS # 9

What do you think are the main factors of low score in English?		
Time	10	50%
Classes frequency	5	25%
Teacher methodology	1	5%
Didactical material	2	10%
Students interest	1	5%
Other	1	5%
Total	20	100%

Variable # 9

The main factors of low score in English

50% said that is the time to study and do the homework.

25 % of them said that classes frequency.

Because it is not enough, and sometimes they have to do another activities so they do not receive a specific hour according to the schedule until the next day or the next week it is depends on the activities that they have to realize. (See, schedule in appendix 23)

5% of them said that they do not like the teacher methodology because they are not demanding respect to in class participation and give homework in a short time.

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Some of them think teacher must be belligerent.

10% of them think that a didactical material is a factor that affects the score.

For some of them is difficult to get meaning from monolingual dictionaries for the complexity and they do not understand for this they preferred to bought bilingual dictionaries for them selves.

Text books in Military terminologies for some of them are difficult to understand.

5% of them think that are not in the Military Academy for learn English, so why the study of it in the Military Academy?

5% of them said that they have a lot of assignments of another subjects and doing many activities so the excess of it affects the score (appendix 21)

QUESTIONS # 10

Would you like to increase the four English levels to eight?		
Yes	19	95%
No	1	5%
Total	20	100%

Variable # 10

95% of them agree with increase the four English levels to eight, because the study of it is important.

5% of them disagree it is not necessary.

(Appendix 22)

Conclusions:

According to the data obtained in the surveys and interviews we can conclude the following:

- >The study of the English language in the Military Academy is necessary and important for the relationship that it has with the United States and other countries.
- >It is necessary to increase the four English levels study to eight English levels.
- >It is necessary to add more hours to study of English language.
- >Lack of interest and motivation affects the low score in the Military Academy during the teaching – learning process.
- >The Military subjects are considered more important than English language.
- >The main factor that affects the evaluation Effectiveness in the teaching-learning of the English language in the Military Academy is the time.

RECOMMENDATIONS

- Increase the levels of English, because they have just four levels.
- Make a monolingual environment teacher- student, students-students.
- Carry out with the three hours per week of study for English language.
- Improve the didactical materials used during the classes.
- Sensitize to the teacher and cadets on how important the teaching-learning of the English language is in the Military Academy.

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Appendix# 1

Teachers Surveys

This Survey is applied to the Military academy teachers with the objective to gather information about some important aspects concerns with the teaching-learning English here.

It is part of research paper of the English career to include and get our degree.

Please reach carefully each of this questions and answer about your opinion.

Be sure in them.

1- age_____

2- Sex: F_____ M_____

3- Status: Single_____ Married_____

Widow_____ Divorced_____

4- Time of work:

3-7 years_____ 8-12 years_____ 13-16 years_____

5- Academic level:

Degree_____ Post-graduate_____ Master_____

6-What is your opinion about English program used in the Military Academic?

Excellent_____ Very good_____ Good_____

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7- Do you consider that low score is responsibility just from the students?

Yes_____ No_____

8- What kind of didactical materials do you use?

9- Do you believe that time is enough to study English in the Military Academy?

10- What is your opinion about the study English Language in the CSEM?

Necessary_____ Indispensable_____

Important_____ All of them_____

Relevant_____

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Appendix #2 Students Surveys

This survey was applied to the Military Academy Students with the objective to gather information about some important aspects concerns with the teaching learning English here.

This questionnaire is part of our research paper of the English career to conclude and our degree.

Please read carefully each of these questions and answer about your opinion. Be sure in them.

1- Age_____

2- Sex F _____M _____

3- Do you consider that teaching and learning process of English language is very important in the Military Academy?

Yes_____ No_____

4- Do tests have relation between topic and contents taught during the teaching –learning process?

Yes_____ No_____

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5- Do you consider very important the use of military terminology in the syllabus during teaching-learning process?

Yes_____ No_____

6- Would you like to add more hours of the study of English during the teaching-learning process?

1Yes_____ No_____

7- How many hours don you dedicated to study English out the classroom?

3 hours_____ 2 hours_____ 1 hours_____ 30 min_____

8- Do the didactical materials used in the English class respond to you necessities of information when you need it?

Yes_____ No_____

9- What do you think are the main factors of low score in English?

A- Time_____ D- Didactical materials_____

B- Class frequency_____ E- Student interest_____

C- Teacher methodology_____ F- Other_____

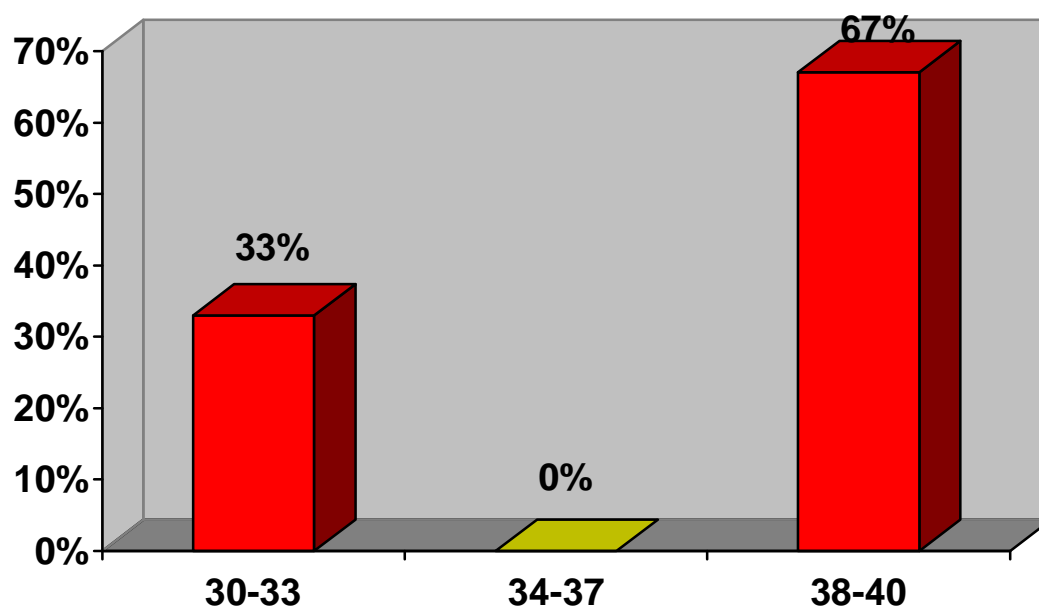
10- Would you like to increase the four English levels to eight levels?

Yes_____ No_____

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APPENDIX # 3

AGE OF THE TEACHERS

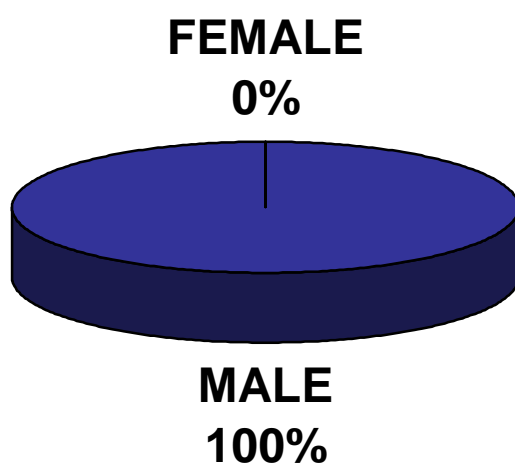


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APPENDIX # 4

SEX OF THE TEACHERS

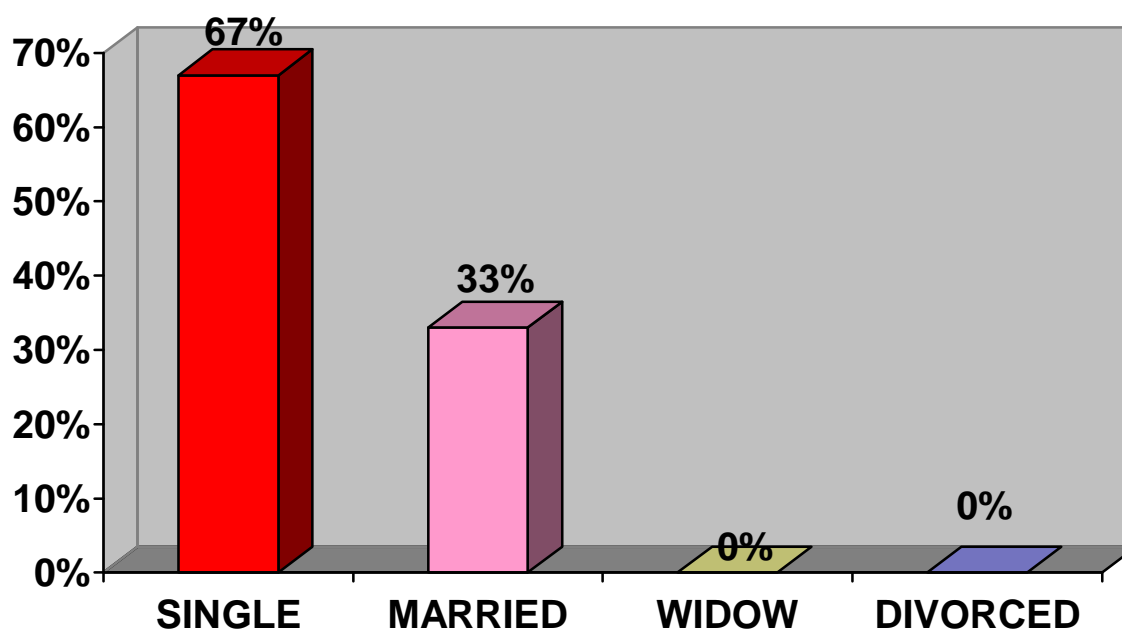


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APPENDIX # 5

STATUS

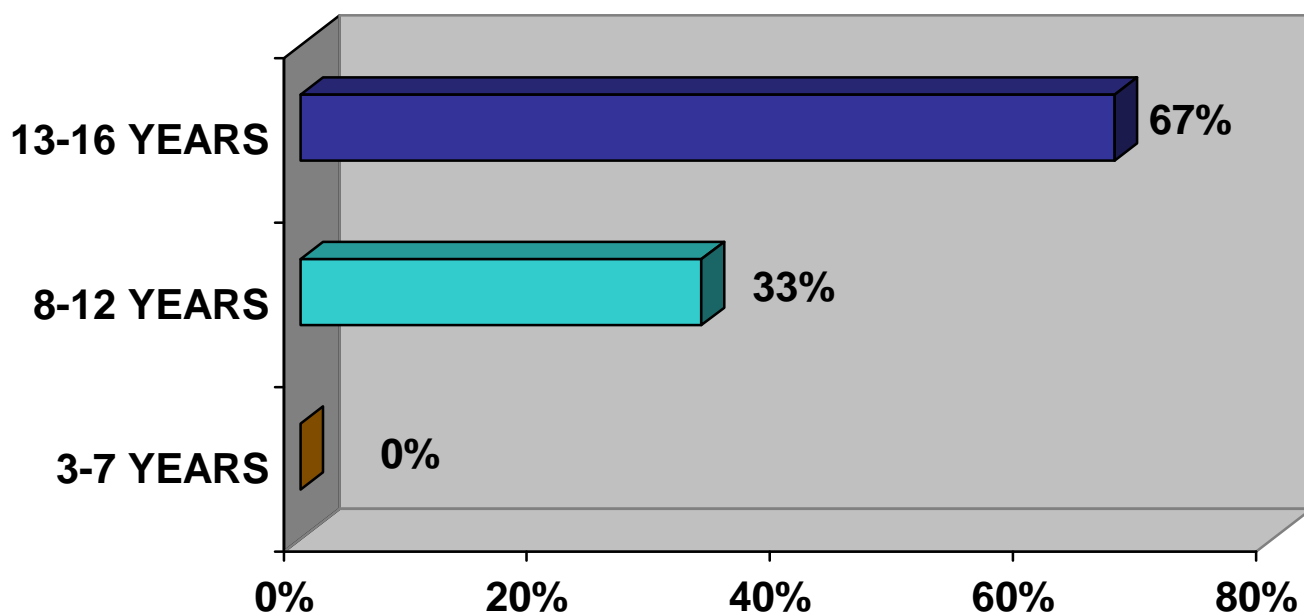


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APPENDIX # 6

TIME OF WORK

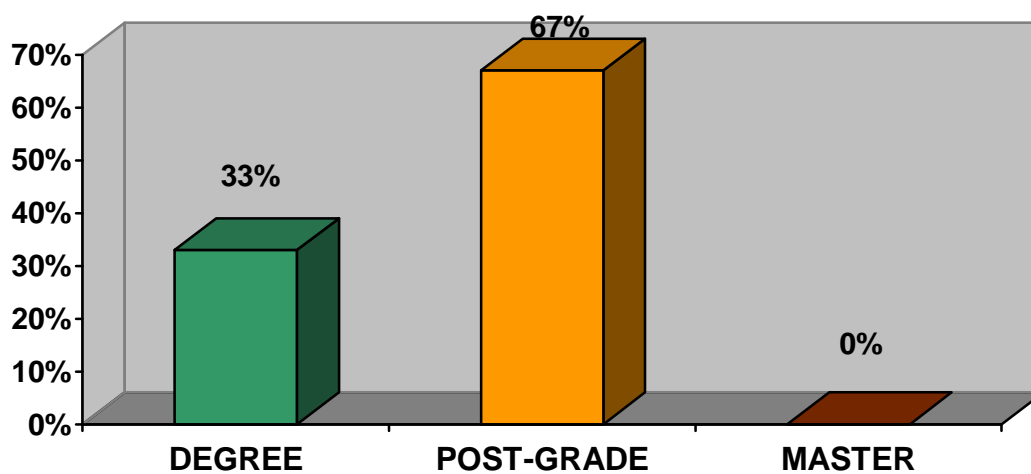


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APPENDIX # 7

ACADEMY LEVEL

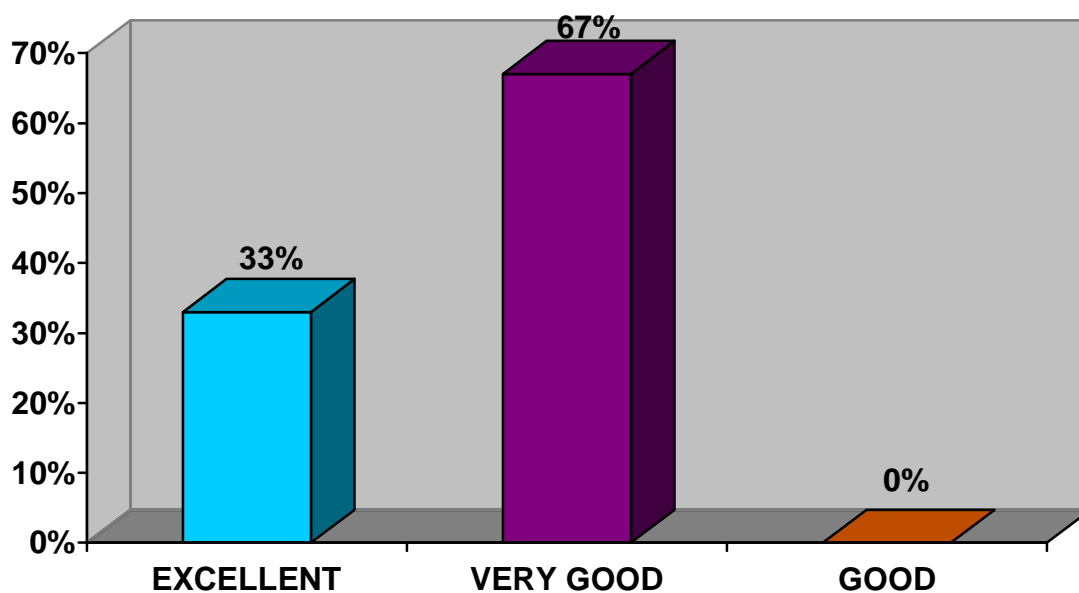


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APPENDIX # 8

**WHAT IS YOUR OPINION ABOUT ENGLISH PROGRAM
USED IN THE MILITARY ACADEMY?**

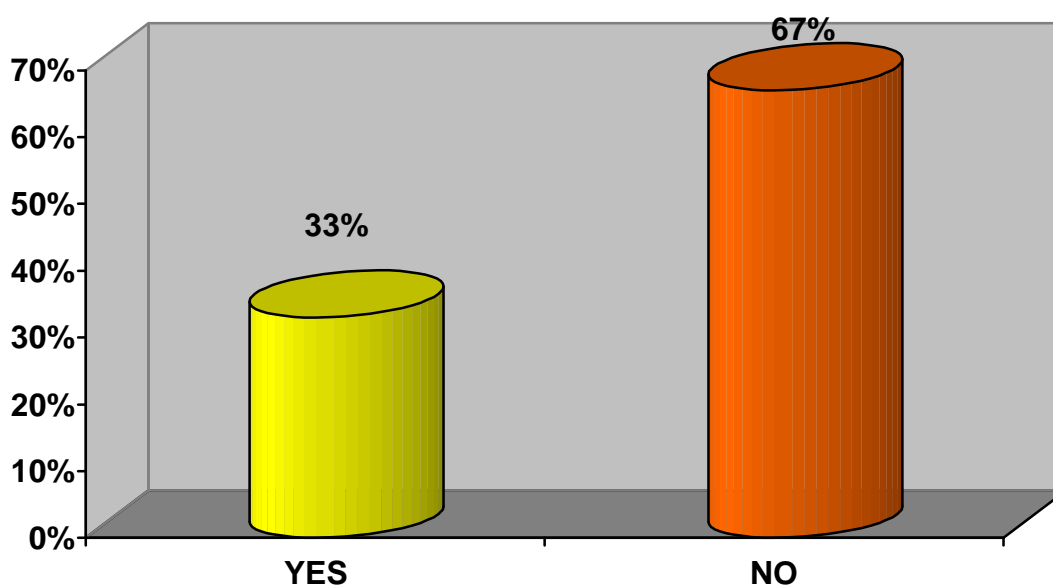


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APPENDIX # 9

**DO YOU CONSIDER THAT LOW SCORE IS
RESPONSABILITY JUST FROM THE STUDENTS?**

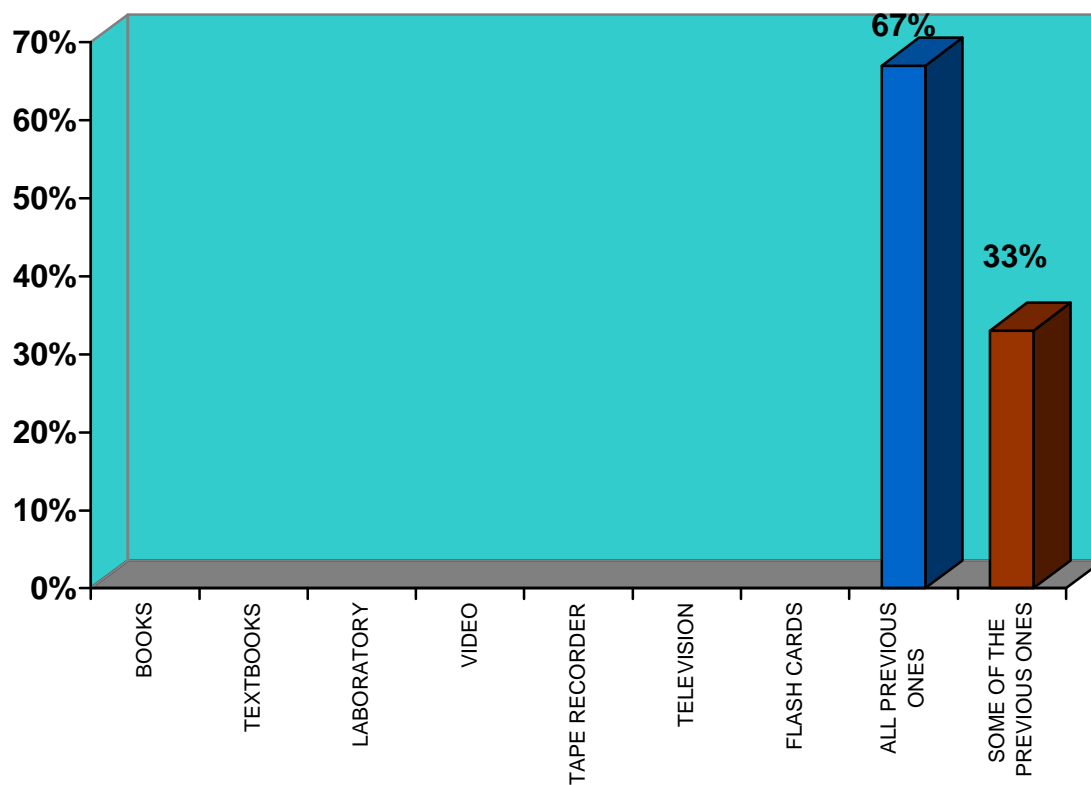


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APPENDIX # 10

WHAT KIND DIDACTICAL MATERIALS DO YOU USE?

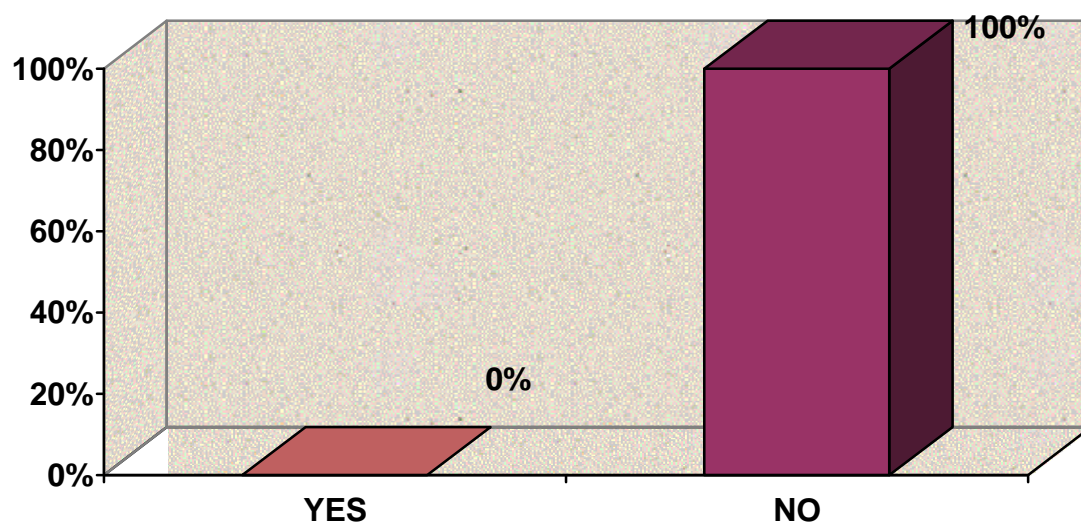


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APPENDIX # 11

**DO YOU BELIEVE THAT THE TIME IS ENOUGH TO THE
STUDY OF ENGLISH?**

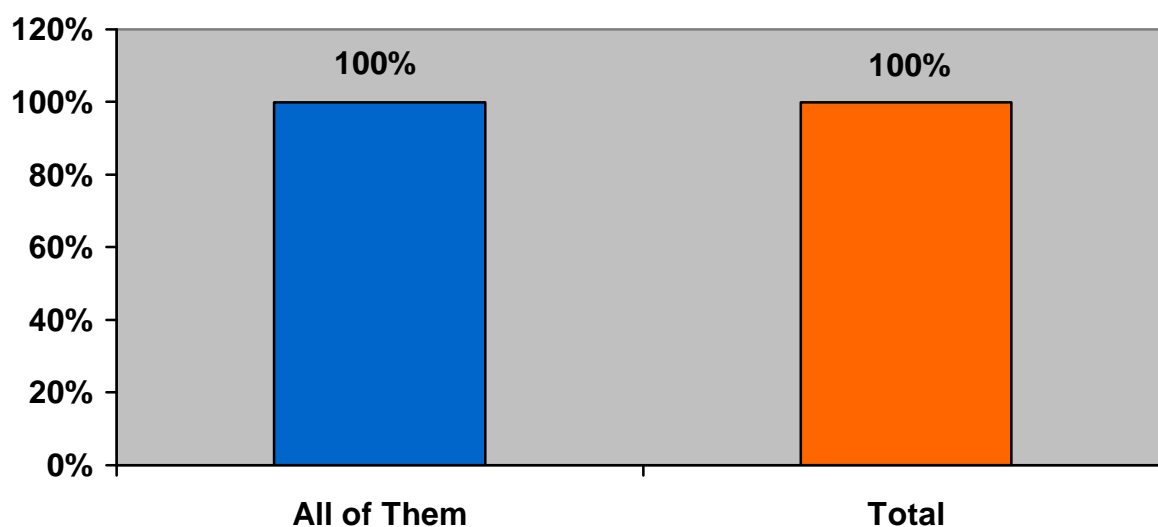


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APPENDIX # 12

**WHAT IS YOUR OPINION ABOUT THE STUDY OF THE
ENGLISH LANGUAGE IN THE CSEM?**

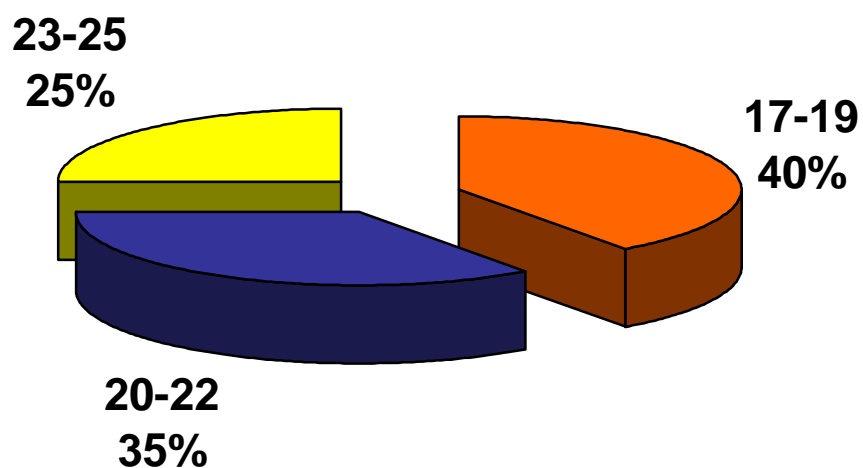


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APPENDIX # 13

AGE OF STUDENTS

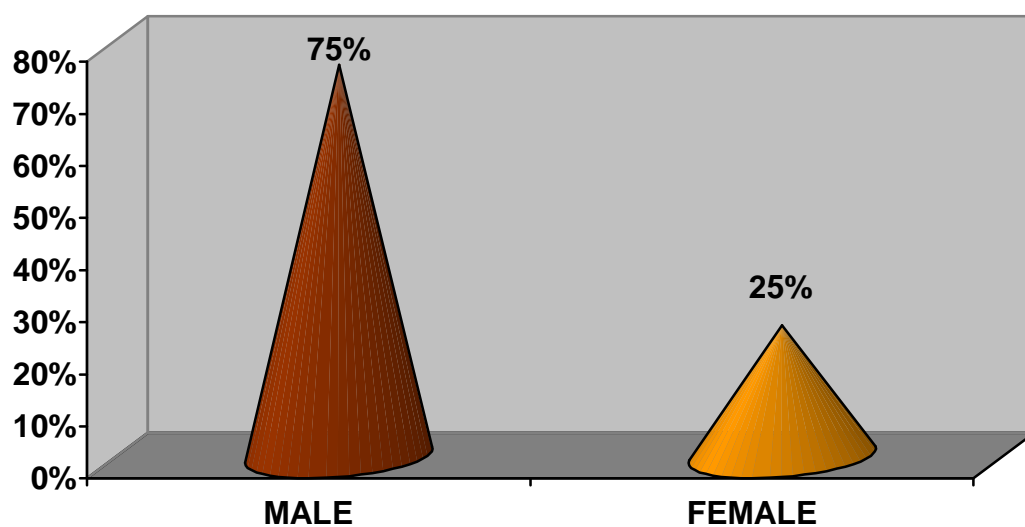


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APPENDIX # 14

SEX

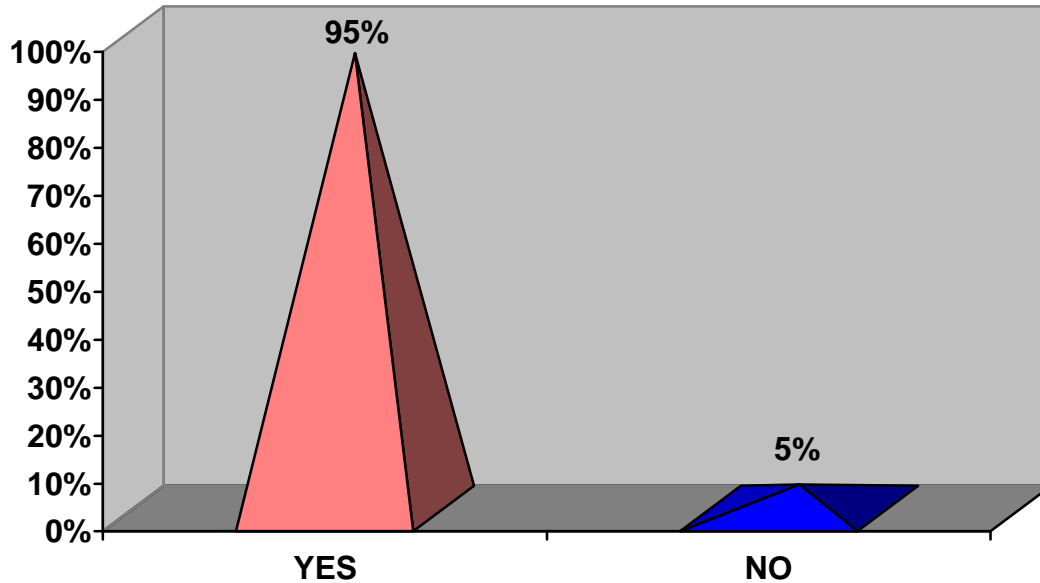


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APPENDIX # 15

**DO YOU CONSIDER THAT TEACHING AND LEARNING
PROCESS OF ENGLISH IS VERY IMPORTANT IN TH
MILITARY ACADEMY?**

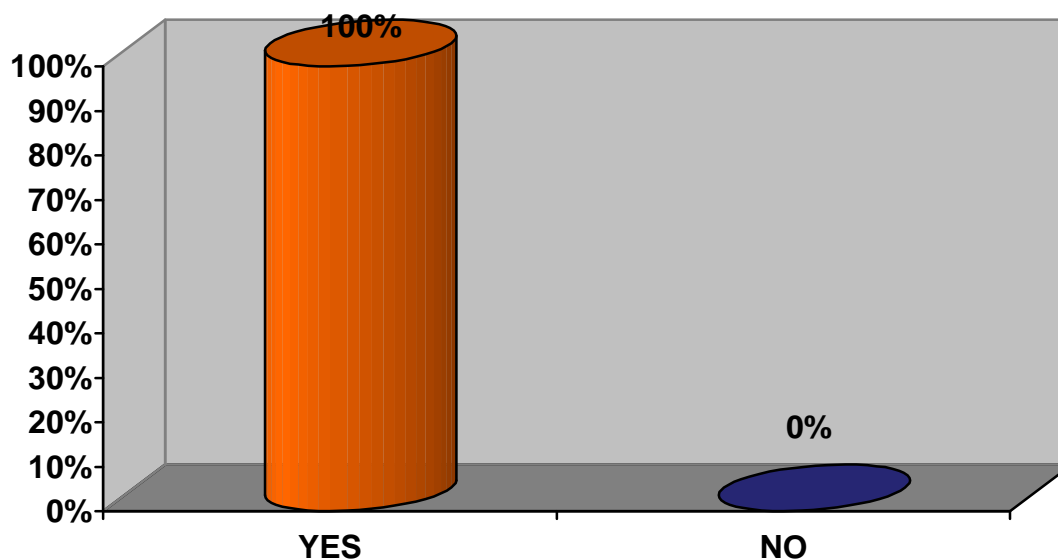


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APPENDIX # 16

**DO TESTS HAVE RELATION BETWEEN TOPICS AND
CONTENTS?**

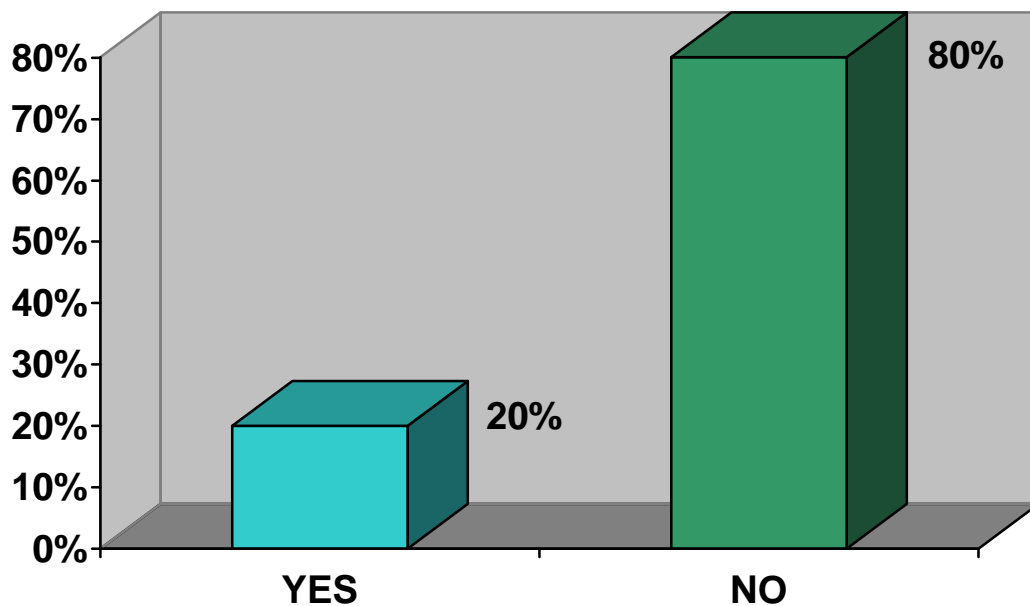


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APPENDIX # 17

**DO YOU CONSIDER VERY IMPORTANT THE USE OF
MILITARY TERMINOLOGY IN THE TEST SYLLABUS
DURING TEACHER LEARNING ENGLISH?**

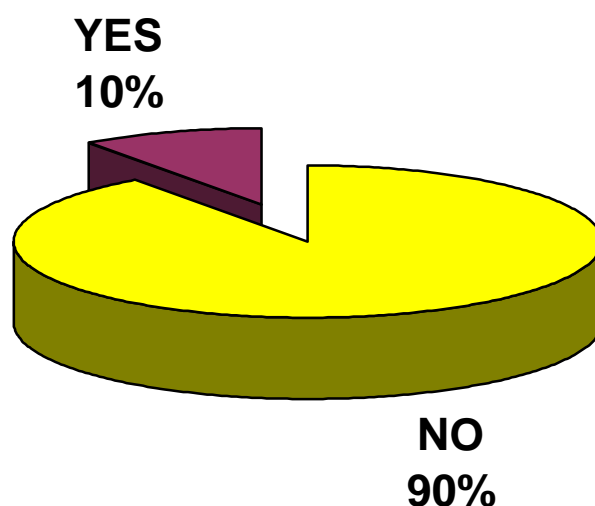


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APPENDIX # 18

**WOULD YOU LIKE TO ADD MORE HOURS OF THE
STUDY OF ENGLISH DURING THE TEACHING –
LEARNING PROCESS?**

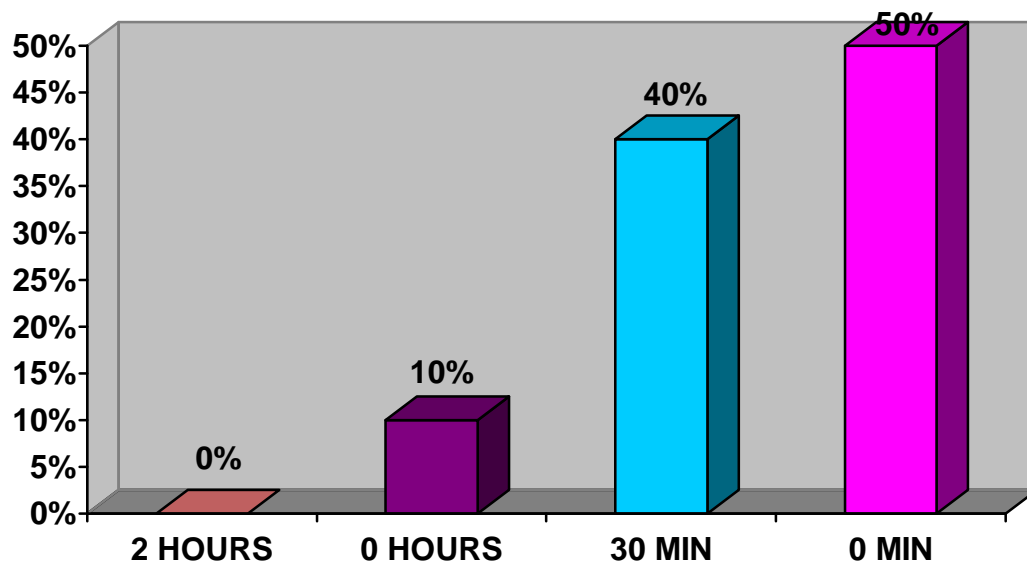


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APPENDIX # 19

**HOW MANY HOURS DO YOU DEDICATED TO STUDY
ENGLISH OUT OF THE CLASSROOM?**

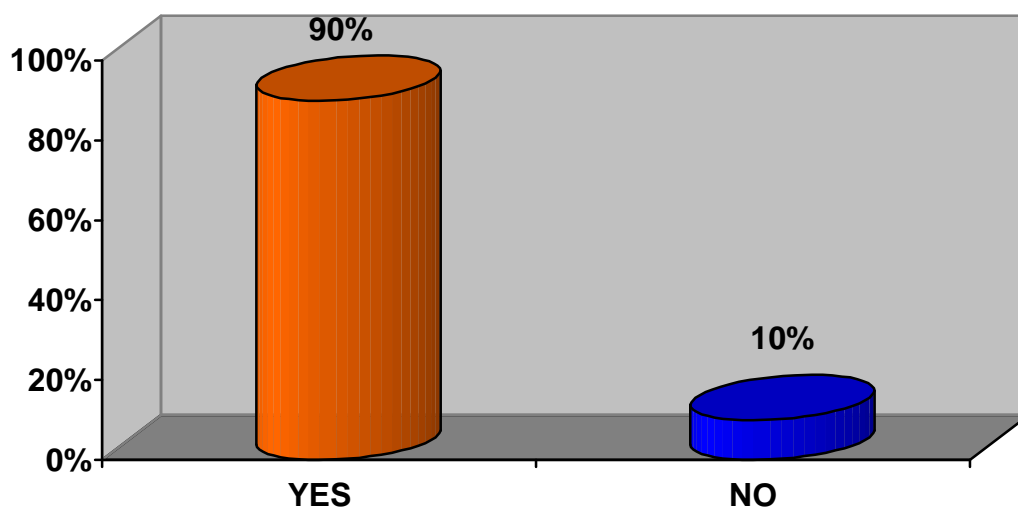


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APPENDIX # 20

**DO THE DIDACTICAL MATERIALS USED IN THE
ENGLISH CLASSES RESPOND TO YOUR NECESSITIES
OF INFORMATION WHEN YOU NEED IT?**

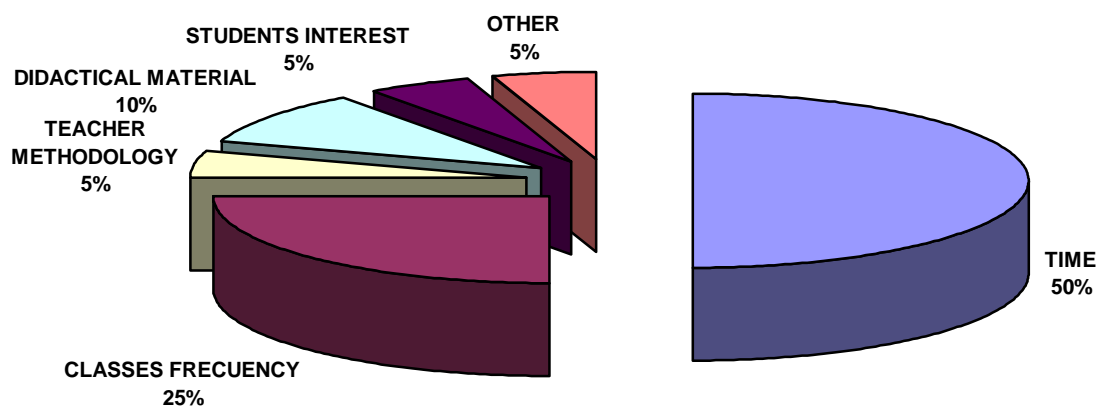


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APPENDIX # 21

**WHAT DO YOU THINK ARE THE MAIN FACTORS OF
LOW SCORE IN ENGLISH?**

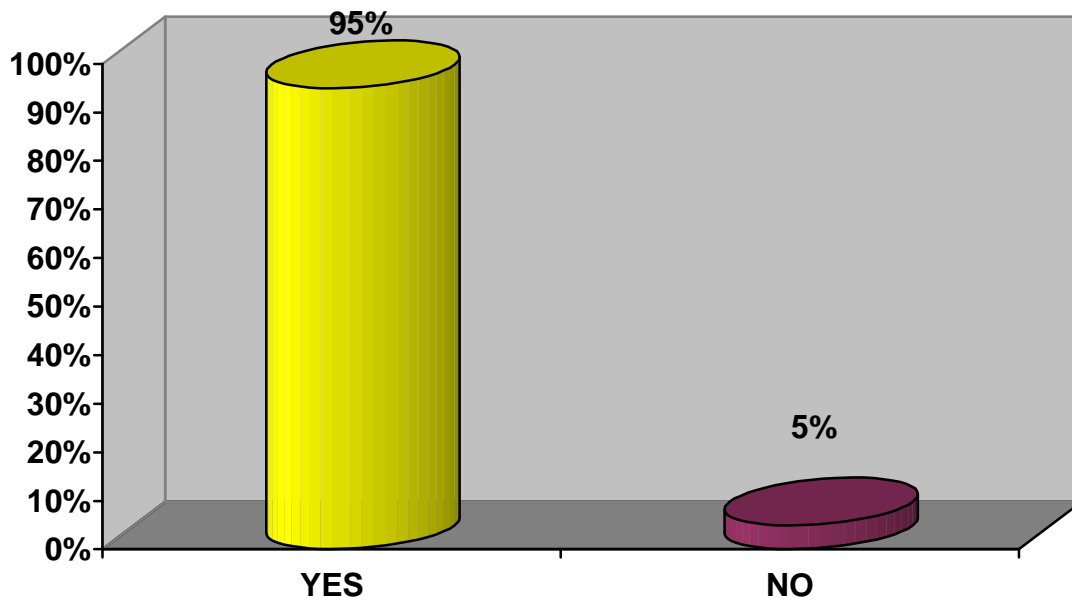


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APPENDIX # 22

**WOULD YOU LIKE TO INCREASE THE FOUR ENGLISH
LEVELS TO EIGHT?**



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